

# Childminder report

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Inspection date:

28 June 2023

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children arrive happy and separate from their parents well. The childminder supports their happiness and safety. For example, she encourages the children to explore the garden freely. Children blow bubbles. They excitedly chase them, popping them before they float up into the sky. The children climb onto the large climbing frame and confidently slide back down. This helps to develop their physical skills.

Although children generally enjoy the activities on offer, these are not always planned effectively to ensure children benefit from a broad and balanced curriculum. For example, there are limited opportunities to develop communication and language skills, despite the childminder recognising this as an area of development. Children learn through their own exploration. For example, they pretend the climbing frame is a submarine. They talk about the controls being 'buttons and arrows,' as they use the steering wheel to guide them.

Generally, children's behaviour is good. The childminder uses effective methods to support children who struggle to share toys and resources. For example, when they play a sorting game, the childminder intervenes to support children to share the bears and matching cards.

## **What does the early years setting do well and what does it need to do better?**

- The childminder occasionally works with an assistant, and she ensures he has a current paediatric first-aid certificate and relevant knowledge. She is aware of her responsibility to complete progress checks for two-year-olds. She tracks children's development and can talk about what they can do now that they could not do when they first started with her. The childminder has not maintained an up-to-date knowledge of issues relating to support children with special educational needs and/or disabilities (SEND). As a result, she is unaware of the procedures to follow to get additional support. However, all children, including those with SEND, have made some progress since they started.
- The childminder has some understanding of the early years foundation stage (EYFS), and has accessed training to extend her knowledge further. However, she does not always plan a curriculum that builds on what children know and can do and does not always cover all seven areas of learning. Children learn some new vocabulary. For example, they copy the colour of plastic sorting bears as the childminder names them. However, the childminder does not always correct them when they pronounce words incorrectly. This does not help the children to learn how to speak properly.
- The childminder has good links with local pre-schools to share information. She has formed partnerships with some, but not all, of the local schools that children

will be starting. This means that some children benefit from more coordinated support than others to manage their move to the next stage of their learning.

- The childminder helps children to develop good hygiene routines and learn about healthy lifestyles. For example, she encourages children to wash their hands before mealtimes. Children are independent and sit at the table and feed themselves. The childminder also supports parents to provide suitable contents for lunch boxes. She knows the children well and has positive interactions with them. For example, the childminder offers cuddles when they become upset and unsure. This helps to promote their self-esteem and confidence.
- Children generally demonstrate positive attitudes to learning. For example, they concentrate intently as they use tweezers to carefully pick up the sorting bears and sort them into different sizes.
- Parents speak well of the childminder. They know what their children are learning. Parents talk about how their children can now draw 'people that look like people'. They say they receive regular handovers, informing them how their children have been during the day. Observing this good relationship between the childminder and the parents helps to support children's emotional security.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a sufficient understanding of safeguarding procedures. This includes child protection concerns, such as the 'Prevent' duty and female genital mutilation. She is able to recognise signs of abuse and protect the welfare of children in her care. The childminder undertakes regular training to keep her knowledge current. She understands the procedures to follow if concerns are raised about her or other household members. She reminds the children about risks as they play, to help ensure their safety in the garden. The childminder ensures visitors to her home sign in on arrival and departure.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
develop a secure understanding and knowledge of how to access sources of support, advice and assessment for children with SEND, in order to take swift action where appropriate and ensure all children make the best possible progress	26/07/2023

develop partnership working with staff at schools children are moving to, to exchange detailed information to support continuity and consistency in children's learning	12/07/2023
strengthen the curriculum so that it is broad and ambitious, providing opportunities for learning across all areas of the EYFS, particularly regarding communication and language development.	26/07/2023

## Setting details

<b>Unique reference number</b>	EY373700
<b>Local authority</b>	Southampton
<b>Inspection number</b>	10287367
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	0 to 14
<b>Total number of places</b>	6
<b>Number of children on roll</b>	17
<b>Date of previous inspection</b>	14 November 2017

## Information about this early years setting

The childminder registered in 2008. She lives in Southampton and works with an assistant who holds an early years qualification. The childminder offers childcare each weekday for 49 weeks of the year. She operates from 7am to 6.30pm, Monday to Friday. She receives funding to provide early years education for children aged two, three and four years. The childminder holds an early years qualification at level 3.

## Information about this inspection

### Inspector

Lindsay Osman

## Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of a communication and language activity with the childminder.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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